

OCTOBER, 1954

the **ATA**
magazine

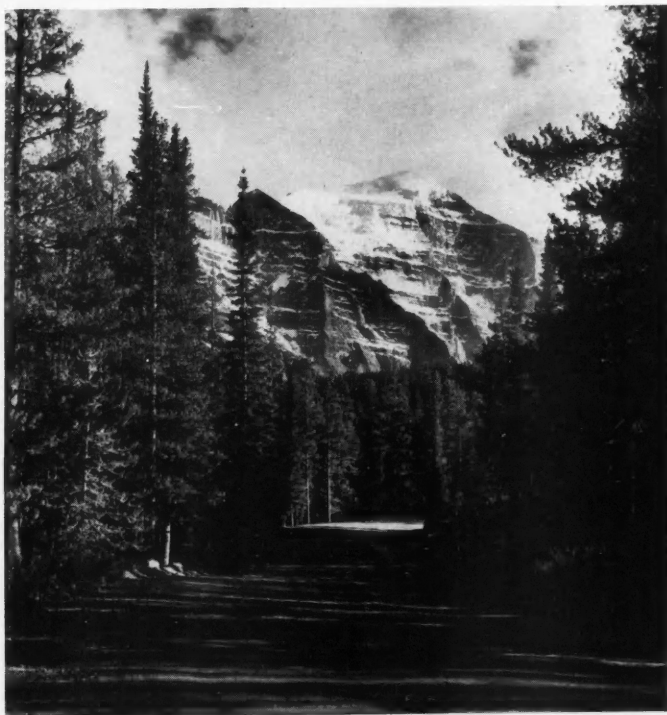
OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION

the teacher and
PR . . .

a fresh approach
towards collective
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locals need ideas
and
experience . . .

our retirement
plan outlined . . .

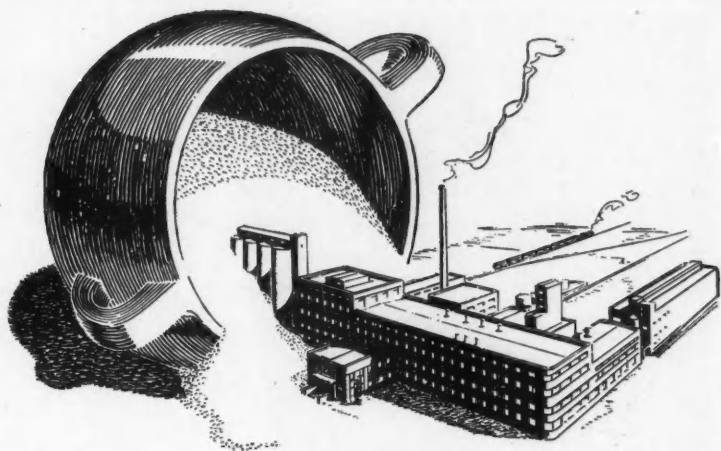


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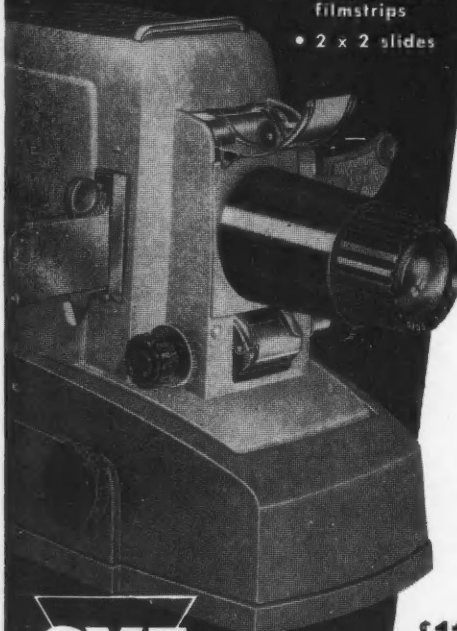
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ERIC C. ANSLEY, Managing Editor

F. J. C. SEYMOUR, Editor

Barnett House, 9929 - 103 St.,

Edmonton, Alberta

the ATA magazine

VOLUME 35

NUMBER 2



OCTOBER, 1954

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COVER STORY

This month's cover is a photograph of Mount Temple from the Lake Louise Road. Photograph by courtesy of Mc-Dermid Studios Ltd., Edmonton.

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Editorial

THE COUNTY OF NEWELL STRIKE

The Alberta Labour Act prescribes machinery for collective bargaining which is used by school boards and by teachers in negotiating salary schedule agreements. In practice, the negotiation stage is set for rational persuasion leading to mutual agreement. Periodically, however, debate and discussion are unproductive and an impasse results. This may arise from a number of causes among which unwillingness to negotiate or to compromise is paramount.

Core of Dispute

The County of Newell dispute, now settled on a compromise agreement, developed when the School Committee offered a proposed schedule providing increases for 37 of the 67 teachers it employed; and proposed no increase for about 30 teachers who were then on maximum salary.

Additional Cost Not Factor

During negotiations at bargaining agent and conciliation levels the teacher-representatives drastically reduced their proposals in an effort to reach an agreement. When the dispute was referred to arbitration the total difference between the teachers' proposals and the school committee's offer was about \$3,000. Obviously the additional cost was not the factor determining the School Committee's refusal to accept. In our opinion, the County School Committee had decided that maximum salaries would not be increased and they adamantly refused any agreement including such increases.

Unanimous Award

The Board of Arbitration award was about \$2,700 higher than the School Committee's one and only offer. It was a unanimous award; the School Committee's representative agreed to the recommendation. The teachers accepted the award although it was lower than their last proposal. The School Committee rejected it. The whole point of this refusal was never the additional cost, which was negligible to the individual taxpayer. It was simply the School Committee's decision to refuse any settlement except one which did not increase maximum salaries.

Objective and Responsible Decision

Faced with this unilateral decision teachers risked virtual impotence in current and future negotiations unless they enjoined strike action. Strike action was considered as objectively as possible and in the full measure of responsibility to students and parents. The teachers' decision to strike in July was made because they did not wish to imperil their students' schooling during the critical months of April to June.

They Did Not Retaliate

The pressures that the strike placed on the teachers and on the School Committee are history. By using the one avenue open to them, short of complete capitulation, the teachers and their bargaining agent were subjected to vilification and persecution. It is to the everlasting credit of the County of Newell teachers that they conducted themselves with dignity and restraint during the duration of the strike.

What Were the Results?

The results or conclusions are difficult to assess. In terms of actual increase, the compromise settlement was meagre. But the fundamental principle of bilateral agreements and not unilateral decision has been reinforced.

ATA Group Insurance Plan

Teachers who have moved from one school district, division, or county to another must notify Head Office of their move and request a new payroll deduction card. The deadline for such application is October 30. After that date insurance coverage will automatically lapse because premiums will be sixty days in arrears.

"By Their Deeds . . ."

ROY K. WILSON

Executive Secretary, National School Public Relations Association
Consultant, Banff Workshop

BY Their Deeds Ye Shall Know Them" is the title of a new booklet prepared by the Washington Education Association at Seattle for distribution this fall to community leaders throughout the state.

It tells in words and pictures the story of the teacher as a member of the community, as a good neighbour who joins in the drive to build a hospital, obtain a dentist, establish a library, assist with fund-raising programs for the Red Cross and Community Chest, or to provide a summer youth recreation program. The publication clearly shows the many ways in which teachers are identified with community progress.

Local associations in hundreds of communities in the United States have improved their public relations through action programs with community groups. Principles and techniques followed by these groups have been summarized by the National Education Association to provide guide posts for public relations committees in other local associations.

Too often in the past the local association has limited its contacts with community groups to a high-powered selling approach designed to convince people of the need for higher salaries, new buildings, or other essentials in the educational program. Once the campaign was over, the local association then withdrew into its own activities.

Continuous Program Needed

Local leaders now believe this pattern for community contact will not be effective over a long period of time. Each year a greater number of local organizations are attempting to establish channels for continuous relationships between the local association, and the community and

its many lay groups. Only in this way can the local association expect favourable response by community organizations to future requests for help in gaining specific educational objectives.

Experience has shown that a program of continuous cooperation with community groups will

- help interpret the schools to the people;
- develop confidence in the teaching profession;
- gain prestige for the local association;
- build goodwill for the local association, the teaching profession, and the schools;
- open avenues for good working relations with lay organizations in many educational areas;
- give the public an opportunity to become acquainted with teachers as citizens willing and able to share in solving the community's common problems.

Work for the PR Committee

The local association seeking to work with lay groups should delegate the planning to a public relations committee. This committee might start by listing the lay groups in the community: business groups such as Chamber of Commerce, Junior Chamber of Commerce, Business and Professional Women's Club; service clubs such as the Lions, Rotary, Kiwanis, and Quota; veterans' organizations; church groups; specialized groups such as Grange and Farm Bureau, labour groups, and other civic and community leagues.

As a rule the Chamber of Commerce keeps such a list of community organiza-

tions. If not, the local association can do its own compiling. Presentation of such a list to other lay groups would help the status of the local association in the community.

Be sure to obtain the name and address of the president of each of these groups. It will be of value to know which organizations have committees that work in the field of education, such as citizenship, international relations, legislation and other related areas. Include the names of the chairmen of these committees if you can.

The Publics Teachers Meet

Teachers who are members of com-

munity groups have an opportunity to explain the policies, program, and objectives of the schools in an informal and personal way to lay citizens. Moreover, teacher members of these groups gain an "inside" opportunity to get educators on the programs and to guide the group in the study of pertinent school problems.

Do you know who and how many of your members belong to community groups? Preparation and circulation of a questionnaire among your association members will be an interesting experience and will reveal important information. You might launch the project along these lines:

A Member Survey

Use both sides of this sheet to list lay organizations to which you belong. Be sure to include churches, clubs, associations—all kinds of community groups. This data will be filed for use by your association officers and committees in contacting community groups as the need arises. Please utilize your contacts with lay groups to interpret the needs, aims and achievements of our schools. Don't hesitate to call on your association officers for information which will make your contacts more fruitful for the schools.

Name of organization _____

Position you hold _____

Regular attendant? Yes _____ No _____

Name _____

School _____ Phone _____

(List other groups on reverse side)

When your census of membership in local lay groups is completed you can list the organizations to which teachers belong. You will know where teacher membership is strong and where it is weak; where your committee should promote membership so that teachers will be more adequately represented in the community; and the groups to which teachers cannot belong, but with which your association should work.

Urge your members to interpret the educational news correctly within the groups to which they belong. Ask them to keep your association informed of trouble areas or problems that need special attention and interpretation.

Solicit their help in getting the lay groups to study educational problems, adopt resolutions favourable to school legislation, and distribute educational pamphlets to important committees working in the field of education.

School Boards Work with Teachers

Close and cordial working relationships should be established with the school board. Are there phases of your program—in addition to salaries—upon which your association and the school board might effectively work together? Here are some suggestions.

1. Send board members your association bulletin.

2. Send a copy of your year's program of meetings and committee activities to each board member.
3. Find some means of getting *The ATA Magazine* to each board member.
4. Ask board members to serve as consultants at meetings of the association.
5. Co-sponsor outstanding speakers or community meetings with the board.

Home and School Powerful Public

The good results that will come from continuous working relations between the local association and the Home and School Association cannot be measured. When and for what did you last seek help of your Home and School Association? What is the most recent cooperative activity which your association has promoted with the Home and School Association? Why not try some of the activities listed below? If they are not applicable to your situation, there are many other ways in which your local association can work with benefit to the Home and School Association and to your own group.

1. Co-sponsor a meeting with the Home and School Association.
2. Confer with the Home and School

Association Council upon specific things that should be done for the schools and decide in which areas each group can work most effectively.

3. Alert teachers to a greater sense of responsibility to attend Home and School Association meetings and serve on committees.
4. Keep the Home and School Association informed of educational trends through magazines and special articles.

A Talent Inventory

Many teachers are stimulating and interesting people. Teachers have different kinds of abilities and experiences that will be interesting for programs before lay groups. If your talented members are sponsored and promoted by your local association, the individual, the profession, and your organizations will gain in prestige.

Student performers are always in demand and respect for the job done by teachers is greatly enhanced. Several of your members will be glad to prepare student speakers and panels to be presented before lay organizations.

Below is a convenient way to get this information from your members.

Talent Inventory

(We need people to give book reviews, speakers on public affairs, UN, special subject fields, hobbies, travel, etc.)

Our local association plans to acquaint lay organizations with the vast array of program material available among our members and students. By doing so we will render a great service to the community and gain much goodwill. Your cooperation in filling out this questionnaire will be deeply appreciated.

What Can You Do?

Teacher Talent

I will be willing to appear in public in the following capacity:

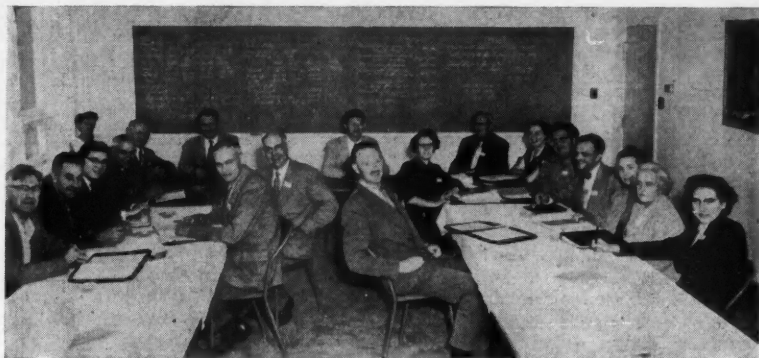
Student Talent

I will be responsible for developing:
(panel, play, talks, etc.)

Signature _____

School _____ Phone _____

Position _____



Two-way school-community relations win public support. Roy Wilson points out the need for better contacts with the school's community.

The committee conducting the talent hunt should not rely entirely on the inventory to receive program personnel and material. It will be well for the committee to make personal contact with those teachers who are known to have special skills.

Publicize and promote your talent! Spread the news about your talent. Write letters to presidents of lay organizations telling them of your project and its possibilities. Develop a chart or "resources for programs" bulletin that can be distributed, filed and referred to frequently. Enlist your newspapers in promoting your speakers. Get pictures of your "performers" published in the press. Send a copy of the "resources for programs" to each teacher member of a lay group so that the association's talent show can be brought to the attention of the program committee. When new officers and program chairmen for lay groups are announced, send them your information in case it was not passed on to them by the retiring leaders of the group.

As Ye Sow . . .

What can your association do that will enable it to become one of the most highly respected organizations in your community? Here are additional starting points in planning.

1. The local association and school board sponsor a caravan of members of the Chamber of Commerce and other lay leaders to visit schools. Have them meet for breakfast. The local association might well provide it. Bring them back together at lunch to make observations. Have reporters and photographers present.
2. The citizenship committee of the local association plans a meeting for members of citizenship committees of lay groups. This could be a workshop type meeting with recommendations for action, and attempts made to delegate such action to various groups represented.
3. The international relations committee plans a meeting for members of international relations committees of community organizations. Almost every lay group has such a committee.
4. Your recruitment or professional relations committee might invite representatives from organizations interested in education and offer leadership in establishing a council for teacher recruitment. One or several community groups may be interested in co-sponsoring a scholarship for a deserving student who plans to enter the teaching profession.

(Continued on Page 24)

Collective Bargaining

H. J. M. ROSS

Edmonton District Representative, Alberta Teachers' Association
Consultant, Banff Workshop

THERE is something fitting about a magnificent background of mountains to a course in collective bargaining. Constant symbols, they suggest that events do not always move swiftly; that patience is sometimes essential; and that strength with dignity are impressive partners.

The course this year was in two sections. The first dealt with the legal and technical aspects of negotiations. The second part involved group consideration of determination of salary schedule policy; acceleration of negotiations; zone bargaining; content, structure, and format of agreements.

Collective Bargaining

The brochure on collective bargaining was reviewed. From the discussion which accompanied the study it was gratifying to observe the development which has taken place in the last five years. It must be observed, however, that proper steps and procedures are still in many cases not being followed. This is chiefly due to the fact that the teachers attending the workshop are not necessarily those who are responsible for implementing local policy. A solution to this will be proposed later in this article.

Salary Policy

Determining salary policy involves two phases. First, there is the consideration of general policy which requires decision on such matters as laddered and unladdered schedules, recognition for training and experience, allowances for administration, minimums, and fringe benefits. For example, as a matter of general policy this year, it might be decided to take the emphasis off minimums and emphasize training, experience and administration.

The second phase of salary policy determination is deciding on the amount to be negotiated for each category after the general policy has been agreed upon. This requires considerable study and thought in the field of statistics and economics.

How salary policy should be formulated occupied some time and consideration by the groups. It was recognized that it could not be done at the Banff workshop since it was not a policy forming body. Neither could the Annual General Meeting, our official policy making body, do the task because it meets too late in the year to determine policy. It was therefore suggested by the workshop that the locals should discuss general policy at their district conferences so that the locals would be better able to set their own policy. Such a procedure would ensure that final policy determination is carried out by the local.

Zone Negotiations

This year an interesting experiment in negotiating was tried. Zone One, comprising eleven divisions, set up a policy and negotiating committee. The corresponding ten locals of the ATA did likewise. The final negotiation for the ten divisions was carried out by four teachers and four trustees. The points negotiated were minimum acceptable settlements for basic minimum salary, qualifications, experience and supervision. Other details were left to local negotiations.

It is important to observe that decisions reached at this level are not legally binding and can be rejected by any one of the parties, in which case local negotiations take over. As a matter of information, one local withdrew before negotiations advanced and two school

boards withdrew after the conclusion. The local and one of the boards has since settled and one dispute is at conciliation. A most important aspect of zone negotiations is that if negotiations at this level are not successful then bargaining is resumed as usual.

From an overview of the experiment it appears that much time was saved both parties and unforeseen difficulties were experienced which might be avoided in the future. However, a major experiment of only one year's duration does not provide enough evidence either for school boards or teachers to reach de-

the unfortunate effect of giving school boards the feeling that teachers are always negotiating and of giving teachers the impression that school boards are procrastinating. This is neither good business nor does it make for good relationships between the parties.

Over a year ago, under the chairmanship of the Department of Industries and Labour, a meeting was held to discuss this problem. At this meeting executive officers of the ATA and ASTA met and earnestly discussed ways and means of expediting the conclusion of agreements. Unanimous recommendations were ap-



"Salary policy needs intensive study at workshop sessions," says Kim Ross in collective bargaining groups.

finite conclusions. A number of the non-participating locals throughout the province have expressed some apprehension as to whether there might be a developing relationship between zone negotiations and a provincial salary schedule, although the participating locals entertained no such fears.

Accelerated Negotiations

Once again the vexing question of protracted negotiations was discussed. Meeting school boards once a month has

proved and published. It was recognized at the time that it would take some years to change the existing pattern. No attempt will be made here to recapitulate the recommended procedures but any local or board interested should write their officers for further information.

Agreements

While the nature of the agreement is a matter for the local to decide there are certain observations that apply to all.

(Continued on Page 36)

Our Retirement Plan

CATHERINE E. BERRY

Assistant Secretary, Board of Administrators, Teachers' Retirement Fund
Consultant, Banff Workshop

Objectives

The pension course at the Banff Workshop endeavours to:

1. enable the teachers to understand the principles of the Alberta Teachers' Association pension scheme, that they may evaluate changes in the Act and By-laws,
2. enable teachers to have a knowledge of the Act and By-laws, that they may lead in the discussion of pension matters in their locals,
3. encourage teachers to write to the Board of Administrators about specific questions, and
4. give teachers a general idea of the finances of the Fund, including income, expenditures, investments and the unfunded liability.

Pension Plans

To understand the pension plan, a knowledge of the types of pension plans, and an understanding of some of the common terms is essential.

The main types of pension plans are the **Money Purchase** plan, which is an annuity purchased by the accumulated contributions of the employee; the **Flat Pension** plan, which is a fixed amount of pension based on years of service; the **Service Pension plus Annuity** plan, which is a combination of the first two; the **Average Earnings** plan, which pays a percentage of the average earnings for the whole period of employment for each year of service, and the **Final Earnings** pension plan, which pays a percentage of the average earnings for the last period of employment, for each year of service. The Alberta pension plan is a final earnings form of pension.

Some pension schemes are wholly funded, while others, such as the Al-

berta scheme, are only partially funded. Although a partially funded scheme may not be *actuarially sound*, it can be *sound*, if the amount of its unfunded liability is *stabilized* by contributions sufficient to pay the present and accruing benefits, and the interest on the *unfunded liability*. The *unfunded liability* is the difference between the present worth of all the expected liabilities of the Fund, and the present worth of all the expected assets of the Fund.

Development of the Teachers' Retirement Fund

Alberta was the last unit in the English speaking world to establish a pension plan for teachers. Pensions had been under discussion for many years, and in 1928 the Alberta Teachers' Association submitted a proposed pension plan to the Legislature. This plan was similar to the present one, in some respects, and was based on the principle of equal contributions from employer and employee. It also required that the Fund should be actuarially sound. The Legislature did not pass the bill.

In 1935 Mr. William Aberhart gave the teachers of Alberta the assurance that they would be given a pension plan, and in 1939 *The Teachers' Retirement Fund Act* was passed. This provided a pension of \$25 a month to all teachers with twenty years of teaching service. As the financial position of the Fund improved, this amount was increased until, in 1947, it became \$40 a month.

In 1946 the Alberta Teachers' Association asked the Government to consider a new pension plan, which was an annuity plus service pension, known as the *Hicks-Rosborough* scheme. The Government told the Association that a new pen-

What is a final earnings pension plan? Is our fund actuarially sound? What is a stabilized fund? How can we get better pensions? What protection exists in the plan for dependents? These and other questions were discussed in the Pension Course at the 1954 ATA Banff Workshop.

sion scheme for the civil servants was to be established, and suggested that the teachers consider inclusion under this scheme.

In March, 1947, *The Public Service Pension Act* was passed, and in July, 1947 the Alberta Teachers' Association asked that the teachers be included under this act. The request was not granted, but in March, 1948 *The Teachers' Retirement Fund Act* was amended to give the teachers a pension plan similar to that of the civil servants, but based on a rate of 1½ percent of salary, instead of 2 percent.

Principles of the Teachers' Retirement Fund

In the negotiations between the Alberta Teachers' Association and the Government, and which resulted in the amendment to *The Teachers' Retirement Fund Act*, certain definite principles were agreed upon.

1. The Government of Alberta was to be regarded as the employer of teachers insofar as pensions are concerned.
2. Contributions were to be on a fifty-fifty basis, 50 percent by the employer and 50 percent by the employees.
3. The Fund was to be actuarially sound with no guarantee by the Government.
4. Pensions were to be regarded as deferred salaries.
5. The scheme was to be a final earnings plan based on salaries over the highest five-year period.
6. Full credit was to be given for non-contributory service as well as for contributory service.
7. Pensionable service was to be teaching service between the ages of 30 and 65.

8. Salary was to be carefully defined.
9. Retirement before 65 was to be the actuarial equivalent of pension at age 65.
10. Disability allowances were to be granted in cases of total and permanent disability.
11. Maximum pensions would be the equivalent of 52 percent of the average salary over the five-year period when salaries were highest.

(Note: The maximum pension may be increased by increasing the number of years of pensionable service, or by raising the 1½ percent per year, or both. It is estimated that, if the average age of retirement were between 68 and 69 years, 70 percent of the average salary over the best five-year period could be paid, if approximately 12 percent of salaries were paid into the Teachers' Retirement Fund.)

These principles were included in *The Teachers' Retirement Fund Act*, or in By-law No. 1 of 1948, when it was approved by the Lieutenant-Governor-in-Council. It is these principles which must be considered when amendments are made to the Act, or to the By-laws.

The Teachers' Retirement Fund Act and By-laws

The Teachers' Retirement Fund Act is brief, and may be considered to be enabling legislation. It sets forth the main principles of the pension plan, and forms the framework within which the By-laws are written.

In particular, the Act gives a very careful definition of *salary* and of *teacher*. It sets forth the amount of contributions to be made to the Fund, the length of time for which the contribu-

tions are to be made, and gives the Board of Administrators the power to collect these contributions.

The powers of the Board of Administrators, which are administrative only, are outlined in the Act. Special reference is made to the power of the Board to pass, amend, repeal, add to or reenact by-laws, when it appears necessary for the well-ordering of the affairs and business of the Fund. Where matters of policy are concerned, the Government and the Alberta Teachers' Association are the responsible bodies. The Act also states that the Board, which invests the money of the Fund, must make investments according to the regulations of *The Alberta Trustee Act*.

death benefits are payments from the Fund to the estates of teachers who die while under engagement as teachers. These payments are not insurance, and no portion of the teacher's contributions is used to pay for them. In lieu of the death benefits, the Fund pays to the widow, or dependent widower, of a teacher who dies while under engagement, and who is age fifty or more, a pension based on the teacher's service and salaries. The By-law also provides for the refund of contributions to teachers who withdraw from the profession.

Of the ten provinces of Canada, seven have final earnings pension plans. British Columbia, Saskatchewan and Manitoba have service pensions plus annuities. Al-



Catherine Berry, consultant, pilots a group through the history of the Teachers' Retirement Fund.

By-law No. 1 of 1948 gives the details and the regulations of the pension plan. Pensionable service is defined, with certain conditions, as being teaching service between the ages of 30 and 65. The retirement allowance granted under the regulations is based upon the amount of pensionable service, being 1½ percent of the average salary for each year of service.

Other benefits payable under the Act are the disability allowance payable to all teachers who are totally disabled, and who have at least ten years of teaching service, and the death benefits. The

though Alberta does not have the best pension plan in Canada, since the maximum pension is 52½ percent of the average salary as compared with 66½ percent, 70 percent and 75 percent in some of the other provinces, the plan compares favourably with the other plans in benefits provided, and in some respects provides broader benefits.

The Fund Today

In 1950 an actuarial survey of the Fund showed an alarming increase in the amount of the unfunded liability, and

(Continued on Page 21)

Learn to Write by Writing

MITCHELL V. CHARNLEY

School of Journalism, University of Minnesota
Consultant, Banff Workshop

WE ought to have a union," said one of the teachers in the education writing group on the Thursday night of that week at Banff, "or at the very least get paid overtime."

They worked, those sixteen "students" in the writing group. They attended twice as many hours of classes as a self-respecting university schedule demands in a week.* They took sheaves of notes. They discussed, argued, analyzed and engaged in no little self-criticism. And they discovered the reason behind the cliché that "writing is the hardest work there is," for they wrote a newspaper story and a magazine article apiece, under pressure and with the knowledge that their orations were soon to be subjected to public surgery.

Effective Writing is Difficult

Their purpose, as the workshop prospectus put it, was to learn to "write about schools and teachers in a style that will appeal to the public." They were advanced students to start with. "I don't need to be taught to spell or to be grammatical," said Mr. Robert Harrison of Medicine Hat, and neither did anybody else. But it is one thing to spell and to follow the rules; it may be—usually is—quite another to express facts and ideas in a manner that "the public" is willing to read and able to understand. Writing of this kind is properly called journalistic writing—scornfully by those who measure only by

(Continued on Page 22)



Creative writing; reporting an interview? Mitchell Charnley discusses the characteristics of good journalistic writing.

Ideas and Experience

LARS OLSON

Past President, Alberta Teachers' Association

Consultant, Banff Workshop

AN enthusiastic group again gathered at the Banff School of Fine Arts to take part in the sixth annual teachers' workshop. To one who has had the privilege of attending each year it seems that interest and activity has increased year by year. This has been gratifying to the Executive Council.

Following the pattern set last year, the general course was divided into five parts, which necessitated holding two evening sessions. I have always been dubious about trying to crowd so much discussion into such a short period of time but the results have partly allayed my fears.

I met with five groups throughout the week. Each was eager to consider all the sublocal, local and provincial problems confronting our association. There was little need to stimulate these groups; the only trouble was to get them to stop at the proper time.

Local Organization

In the first group period a skeleton outline of the phases of our association work was presented and from then on interest never flagged. Stress was placed on the importance of local organizations. The Association is only as strong as the locals of which it is composed.

The members listened closely to descriptions of the local set-ups. They pointed out difficulties and searched for methods to bring about closer liaison between sublocal and local associations.

Improving the Program

After discussion it became apparent the executive organization within our locals is becoming more uniform. Attendance at meetings is still a matter of grave concern. A number of suggestions for improving attendance were considered:

- (1) utilize school time for meetings if satisfactory arrangements can be made;
- (2) strive for more general knowledge of the organization among individual members;
- (3) use topics of current interest, e.g., handbook, code of ethics, newsletters;
- (4) plan details carefully—
 - (i) provide opportunity for all to express opinions,
 - (ii) use "hidden panel"—have a few members scattered throughout the group who have been prepared in advance to discuss certain topics.

Communications

Difficulty is still encountered in getting material printed in the form submitted. The following suggestions were made for getting greater and better press coverage:

- (1) attempt to get more interesting articles—the writers' course should be of great assistance;
- (2) select correspondents who have an intimate knowledge of the association—those who have also the ability to write.

Experience Needed

Several expressed the thought that sublocals are inactive because inexperienced people are drafted to official positions. It was pointed out that one method of overcoming this would be to have each prospective candidate indicate on a form, circulated prior to the elections, the type of position he would accept.

The opinion was repeatedly expressed that whether an executive or a committee was to be organized, the ideal principle was to maintain continuity. Ex-



Ethics? Are they abstract principles or generalizations from behaviour patterns?
J. D. Ayers and Lars Olson make observations in the Administration Course.

perienced people should be selected with new members added from year to year. The machinery by which we function is not learned in a short time. To ensure continuity in some offices such as secretary and press correspondent it is advisable to offer a small honorarium.

Good Work

Several matters were brought to the attention of the groups. Among those receiving very favourable comment were:

- (1) the new handbook,
- (2) the new plan for presenting and cataloguing policy and current resolutions,
- (3) newsletters,
- (4) salary bulletins.

The District Council

Geographical Council meetings were discussed. Many such informal gatherings are now being held. The purpose is to gather together executive members and collective bargaining committees from a wide geographical area. These groups which come together two or three times a year are serving a good purpose. Opinion is that these have done a great deal to consolidate our Association.

A Recommendation

It was recommended that locals and/

or sublocals order bundles of newsletters which will be supplied at cost by head office, to be distributed to separate centres. It was also suggested that salary bulletins be sent to all chairmen of negotiating committees.

Spread the News

Ways and means of using our Banff delegates to the greatest advantage of our locals were discussed but no concrete proposals were forthcoming. My personal opinion is that they should be used as speakers and consultants for each group within the local. They have a background of information and knowledge that can greatly stimulate the local's work.

Current Discussion

The groups under my direction were fortunate in having the general secretary, the assistant general secretary and the executive assistant among us on many occasions. Opportunity was thus provided to get first-hand information about anything that demanded current attention.

Ethics

We were also fortunate in having with us Dr. J. D. Ayers of Ottawa, the Cana-
(Continued on Page 29)

I Have Butterflies

JOHN AMEND

Assistant Superintendent, Highline Public Schools
Consultant, Banff Workshop

WHEN I'm asked to lead a meeting they appear. The more meetings, the more butterflies. When I try to ignore them, they call for reinforcements. When I try to conceal them, I find I'm not fooling anybody. Perhaps if I can identify them, learn to know them, I can learn to live with them.

I. The "What do they expect?" butterfly.

What is the purpose of this meeting? What do we hope to achieve?

- (a) To deal with certain "agenda" items.
- (b) To get acquainted.
- (c) To have a chance to express opinions, share in planning, and just plain visit.

II. The "What do I do first?" butterfly.

A—Do I take time for introductions?

If one purpose of the meeting is "to get acquainted," perhaps we're justified in using a substantial part of our time for getting acquainted. What's a good way?

B—What about seating arrangements, etc?

They'll talk better if they can see each other. Is a circle possible?

III. The "How do I get them started?" butterfly.

A—Must I introduce the problem or topic?

Somebody has to—and I guess I'm it.

B—How much time shall I use?

They can't talk while I'm talking. I'd better make it snappy and get out of their way.

C—How can I make it easy for people to enter the discussion?

Somebody has to open the door—

they're looking at me. Maybe some questions like "What are some of the problems about which we are most concerned?" or "What did you see in the presentation that you found especially interesting?" or "Can we list a number of questions or topics we'd like to explore?" may give someone a cue to enter.

IV. The "What do I do now?" butterfly family.

A—What will I do if the discussion is slow in getting started?

They're waiting for me to go on. If I don't, they'll pick it up. I'll outwait them. If that doesn't work, I'll try buzz groups—sometimes that works.

B—What if they get off the subject?

The subject is broad. If they're concerned about it enough to want to talk about it, it's probably on the subject. After all, it's their meeting—they came to it.

C—What if a few do not talk at all?

Some people prefer to listen and are more comfortable while listening. Perhaps my responsibility is only to make it easy for them to talk if they want to, not to twist their arms.

D—What about the few who talk too much?

There's one way to stop them, but that's against the law. However, sometimes I can break a large group into several small ones and limit the sphere of the monopolizer, thus reducing his nuisance value. If I'm the offender, perhaps three or four sub-groups can get something done while I sit with a fifth group.

E—What if sharp differences, fireworks, arise?

We can't always agree. As long as

they're ladies and gentlemen about it, why worry?

V. The "How long does this go on?" butterfly. "How shall I budget the time?"

I could

- use fifteen to twenty minutes for getting acquainted and breaking the ice;
- take one or two minutes for introducing the topic or problem;
- save ten minutes for the recorder to check his notes and get approval of the group;
- let the group have the rest of the time for discussion.

A leader is best

When people barely know that he exists,
Not so good when people obey and acclaim him,

Worst when they despise him.

"Fail to honour people

They fail to honour you";

But of a good leader, who talks little,
When his work is done, his aim fulfilled,
They will all say "We did this ourselves."

—Witter Bynner,

*The Way of Life According to Laotzu,
An American Version,*

The John Day Company, New York,
1944, pp. 34-35.



"Now here is one way of handling a member who talks too much in a meeting," says John Amend, consultant for Group Dynamics.

Our Retirement Plan

(Continued from Page 16)

the actuary advised that immediate action be taken to obtain another 3 percent of salaries for the Fund. In 1952 *The Teachers' Retirement Fund Act* was amended, to enable contributions of teachers to be between 4 percent and 7 percent. Hoping that the Government would increase its contributions by an equal amount, the teachers increased their contributions to 5 percent.

There are several methods which

could be used to stabilize the Fund. One of these would be to encourage teachers to continue teaching after sixty-five, because it is proving too costly to provide adequate pensions at this age. It is interesting to note that this is the current trend in industry.

An actuarial survey of the Fund was made as of August 31, 1953, and a summary of this report will be printed in *The ATA Magazine* early in the new year.

Learn to Write by Writing

(Continued from Page 17)

the worst examples, with appreciation and admiration by more discriminating critics who recognize both the difficulty and the high purposes of effective journalistic writing.

"But to learn much about journalistic writing," says the skeptic, "you have to spend four years in a university . . . or more than that in professional work. How can any part of it be compressed into one week?"

Two answers:

- 1—those sixteen students worked like—well, like teachers.
- 2—it takes little time to state fundamental principles.

Select the Material and the Audience

And so this week became one of intensive concentration on fundamental principles of journalistic writing, with enough illustrative practice to get the students at least past the beginning step.

It's true that, even to accomplish this much, demanded singlemindedness of a high order—but that was just what the group gave it.

The primary principle around which the course was built was the fact that any kind of journalistic writing must be described as writing about selected material for a specific audience. To develop understanding of this kind, the students and teacher together considered first the matter of "selected material," then that of "specific audience."

Guided selection of material is a prime characteristic of any kind of journalistic work. The press, radio or magazine of the twentieth century does not throw at its audience anything that comes to hand. Rather it devotes experienced and skilful thought and imagination to screening the vast amount of material that might be offered and to discarding all except the most suitable and apposite of the gleanings.



They kept the paper-work for the workshop moving. Betty Tremblay and Marian Allison of the ATA office staff worked in the Banff School General office.

Consultants, Banff Workshop, 1954.



Left to right: Mitchell Charnley, Kim Ross, Catherine Berry, Ken Pugh, Eric Ansley, Lars Olson, John Amend, Roy Wilson.

For concrete application of this principle, the group turned to the daily press, the radio and the magazine to study sources of material, how newspapers and other media gather and choose their content, and how they evaluate what they offer.

And to extend their study to the second half of the definition—the “specific audience” concept—the group analyzed the audiences of newspapers of various kinds, of the broadcasters and particularly of the wide variety of magazines available to the public. Particular emphasis was given to two points: that no two audiences are precisely alike; and that a writer must sharpen his pencil to pin-point the precise audience to whom he hopes to appeal. Methods of audience and media study with which a writer must be familiar were outlined and analyzed.

Writing about an Interview

Next step was a rapid survey of styles and methods of writing peculiar to different media. In the case of the two most

generally available to teacher-writers—newspapers and magazines—the group got down to brass tacks. A good share of one afternoon session was devoted to interviewing Mr. Eric Ansley and Mr. Fred Seymour concerning the strike of the teachers in the County of Newell, and then to writing the story of the interview as though it had developed from a standard newspaper press conference. And the Thursday evening meeting of the group was entirely given to the production of first drafts of magazine articles—each student writing an article growing out of his own knowledge and experience for a specific magazine selected before he began to write.

Of Fish and Men

On the final day of group meetings, then, the group analyzed, dissected and started to reassemble the work of the evening before. None of the articles was considered a finished performance at this stage. But the extent of students' achievement was indicated to the entire workshop assembly the next morning

when Kim Ross read one student's article—an entertaining account by Hugh McCall of Drumheller of the piscatorial-juridical dispute in which the author, the workshop director and others had embroiled themselves.

The Story is the Result

Most of the articles—which were the high point of the writing course's achievement—had to do with educational topics. One presented the views of a recent newcomer from England on Alberta education; another, a symposium of comments on the merits of progressive versus traditional methods; a third, the mood of “quiet desperation” into which a quarter of a century of teaching sometimes led its writer. But others took up quite different matters—the joys of

the Skyline Trail, the inadvisability of trying to pet Banff black bears, for instance. Though the course was entitled “Education Writing,” the group agreed that it was not necessary to limit the subject matter to pedagogy—that “you learn about writing by writing.”

How much the students learned “about writing by writing” will appear from time to time in *The ATA Magazine* during the coming year, as appropriate articles by members of the group—properly polished following the clinical diagnosis given them in class sessions—appear in these pages.

*The teacher of the writing course spent the year 1952-53 in Italy as a guest lecturer at the University of Florence. In that year he was in the classroom exactly 40 percent as many hours as in the one week of the Banff Workshop.

“By Their Deeds . . .”

(Continued from Page 11)

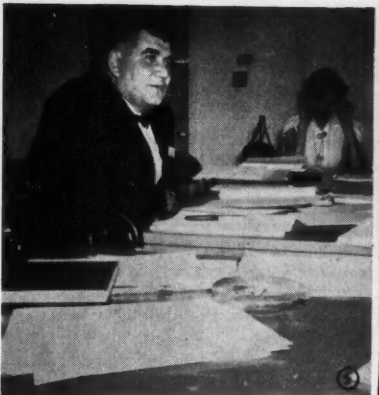
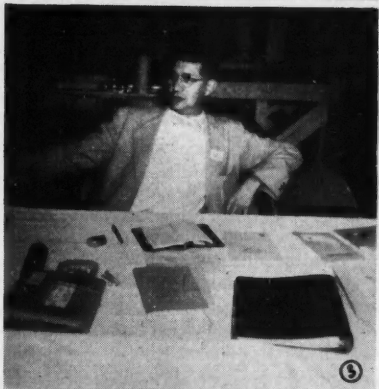
5. A special committee might develop a list of good reading materials for children of different ages. Prepare the list in an attractive leaflet for distribution to members of the Home and School Association, public library, local bookstores, and community groups. Your public and school librarians will help plan this project. Be sure this listing carries the name of your association.
6. The local association and Home and School Association plan a supper in a school cafeteria. Invite the Home and School Association president and wife or husband. Be sure that a representative and each school's principal is there. Have officers and committee members of your association present. The program for the meeting may center around any school problem. Choose a subject for discussion of vital interest to parents and teachers. Your committee will think of many topics. Have your most dynamic song leader present

and plan some activity which will serve to get the group well acquainted. Make it a rule that no two teachers can sit together.

7. It is a frequent practice for a local association to have a community dinner to honour retired teachers, board members, or other community leaders. It is good business to have outstanding laymen as association guests. If funds are not available for such a courtesy, urge individual teachers to bring the clergy, the Home and School Association president, and other lay friends as their guests. An elaborate program is not necessary. A prominent citizen could tell of his high school days, and then some of your own students could relate practices in present day schools. Topics for discussion are many and varied. Your committee can choose subjects and activities of deep interest to citizens.

Through action programs with community groups, the needs of teachers will come to be identified with community progress.

Our Candid Camera



1. W. Roy Eyres checks delegate registrations. 2. Lewis Vandermeulen, Joe Lakie, Ray Shaul and Cliff Evans discuss a knotty problem in pensions. 3. Roy Wilson listens as a workshopper gives his views. 4. Wilbert Stevens talks as Claude May and Jennie Sweet check their ATA Handbooks in the Administration Course. 5. Urbanity personified, Kim Ross in a unique moment of silence. 6. The coffee break—Marian Allison and Betty Tremblay of the ATA office staff are assisted by Don Prescott.

Standards of Teacher Education

M. E. LaZERTE

Director, School Finance Research Committee
Canadian School Trustees' Association

We have had many reports concerning the teacher shortage in Canada and regarding standards in teacher training. Probably standards in teacher education deserve equal attention. Although interest and proficiency in the real problem of methodology come only after a period of apprenticeship in the classroom, it is certainly desirable that a period of training precede classroom teaching. The student should observe good teaching, study, instruction and practice, in order to acquire some proficiency in administration, a knowledge of desirable classroom routines and a few elementary skills in teaching.

How long should the period of training be? Surely this depends upon the intelligence of the student teacher and upon the breadth and depth of general education upon which the training is to be superimposed. No amount of training can make teachers if trainees have little education. The higher the standards of teacher education, the more effective will be any given amount of training. Information regarding the total education and training of Canadian teachers insofar as either or both can be expressed in time units is given in the accompanying table. The records in provincial Departments of Education do not indicate academic credits obtained by teachers after they receive initial certification. The summary must, therefore, be interpreted as a record of standings at time of certification. We must remember too that frequently the requirements for a given certificate vary greatly. This variability is small for basic certificates but often quite large for certification in music, art, dramatics, home economics and industrial arts. The information summarized

in the accompanying table was obtained by the writer from provincial Departments of Education.

Median Education and Training Period

Senior matriculation comes at the end of grade XIII in Ontario and British Columbia and in these provinces university graduation normally marks the end of sixteen years of schooling. We estimate, therefore, that 42 percent of Canada's teachers have completed twelve years of high school and one year of teacher-training, and that 15 percent have completed an undergraduate university program. The Canadian Education Association reported in 1948 that approximately 15 percent of Canada's teachers had completed three or four years of university. The median education and training of teachers in all ten provinces now appears to be about 13.5 years or one-half year beyond grade XII and one year of professional training.

What does the future hold?

In different provinces the average education of teachers is represented by from 12 to 15.5 years of schooling. The tendency today is to shorten rather than lengthen the period of education and training. The shorter the period of education, the more formal must be the training and the less effective the educational experiences and teaching available to school children. Canadian parents and ratepayers, recalling that for commerce, engineering, agriculture, law and medicine the periods of school education and training are 15, 16, 16, 17 and 18 years respectively, must decide whether high school students with inadequate periods of professional training are to

be allowed to substitute as teachers or whether teaching, properly defined, demands of those who practice it an education at least equal to that prescribed for accountants, engineers and scientifically trained farmers.

Number of Years of Education and Training Completed by Canada's Teachers as Recorded when Certificates were Issued

Province	Year	Number of Teachers Reported	Number of Teachers Classified by Years of Education and Training Completed										Average (years)
			19	18	17	16	15	14	13	12	11	10	
Nfld. (a)	1952-53	2,234	.....	.....	.....	.....	106	142	186	728	1,072	.....	12.1
P.E.I.	1952-53	746	.....	.....	.....	.....	.....	.....	268	393	85	.....	12.2
N.S. (b)	1952-53	5,185	.....	.....	210	746	15	16	1,841	1,641	584	132	13.0
N.B. (c)	1952-53	3,592	.....	.....	.....	.....	.....	447	2,998	147	.....	.....	13.4
Que. (d)	1950-51	20,414	.....	.....	.....	816	62	1,581	6,798	3,494	7,663	.....	12.5
Ont. (e)	1951-52	28,343	.....	.....	4,693	.....	69	16,245	6,146	1,168	22	.....	14.2
Man. (f)	1952-53	4,767	.....	.....	.....	931	27	3,089	693	.....	.....	.....	13.5
Sask. (g)	1952-53	8,143	.....	.....	244	734	.....	1,274	5,360	531	.....	.....	13.5
Alta.	1952-53	6,818	.....	.....	.....	1,334	453	463	4,069	499	.....	.....	13.7
B.C. (h)	1951-52	6,598	462	1,781	330	66	198	2,837	858	66	.....	.....	15.5

Reference: Correspondence with Provincial Departments of Education, March to May, 1954.

- (a) Includes 634 holders of B license, 438 holders of C license, but excludes 432 holders of D license who have no professional training.
- (b) Excludes 387 permit holders. Of those credited with 11 years of education and training, 118 have had one extra summer session; 88 with 12-17 years credit are distributed over the six groups (15 to each).
- (c) The 147 are holders of the old Third Class Certificate. (The 12 years is an estimated value.) The 2,998 credited with 13 years have had two additional summer sessions of training.
- (d) 248 teachers with 13 to 16 years of education and training were distributed evenly over the four years.
- (e) Of the 16,149 listed as having 14 years of education and training there are 383 with about 14 1/6 and 647 with 14 1/3 years. Of the 6,146 listed as having 13 years, 380 had 13 1/6 and 462 had about 13 1/3. Of the 1,168 listed under 12 years, 694 had 12 1/4 years and 474 had 12 1/2 years of education and training.
- (f) 107 teachers with 12 to 15 years of education and training were distributed evenly over the four years.
- (g) 28 of those credited with 13 years have actually had 12 1/2 years credit; 91 credited with 12 years have had one extra summer session.
- (h) 696 of these have either 13.15 or 14.15 years of education and training.

CBC School for Parents—1954-55

HOW CHILDREN GROW

On Thursday, November 11, S. R. Laycock, Ph.D., returns to the air on Trans-Canada Matinee with his twelfth *School for Parents*. Dr. Laycock, former Dean of Education at the University of Saskatchewan, has won international recognition as an expert in child development. For the past year he has been travelling in Europe, where he studied current methods in various schools and child psychology centres, as well as lecturing in American universities. In this year's series, he explains "How Children Grow." Dates and topics are as follows:

- Nov. 11—Children Do Grow
- Nov. 18—Growing with Friends
- Nov. 26—Growing in Responsibility
- Dec. 2—Growing in Self-Control
- Dec. 9—Learning to Make Decisions
- Dec. 16—Learning to Face Crises
- Dec. 23—Developing Interests and Hobbies
- Dec. 30—Learning to Study
- Jan. 6—Developing Moral Standards

(Consult local listings for time of Trans-Canada Matinee.)



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Please send particulars re: Sixth TB Essay Contest.



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School Grade

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Christmas Seals Fight Tuberculosis

To The New Teacher

WAURINE WALKER

President, National Education Association

WE welcome you, a new teacher, into a challenging and rewarding profession. There is the challenge of giving meaning and reality to our American traditions and heritage and imparting them to the youth of the nation. As a teacher, you will have the responsibility of building a profound confidence in and a courageous zeal for public education. Yours will be the task of developing a generation of citizens equipped to insure a democratic, a productive, and an enlightened way of life.

Just how rewarding the profession will prove to be depends in large part on how clearly you realize that you are on the threshold of a career of learning as well as teaching. You must realize that your college preparation has only equipped you to begin your career. The changes in our economic and social life must be matched by adjustment of educational life. As a teacher, you will find that you must constantly meet new situations in your thinking and in your classroom.

You have spent many years preparing for this moment and undoubtedly have a sound foundation. But every hour of every day you must build on that foundation, because without continuing intellectual and professional growth, you will be neither a good teacher nor a happy teacher.

Your opportunities in teaching will be limited only by your vision, your abilities and how you use them, your character, and your determination.

Rewarding also will be your service to your professional organization at the local, state, and national levels. You will quickly come to have a deep sense of pride in the work of these groups.

The obligation to one's profession extends beyond that of membership and financial support. It requires active, enthusiastic participation in association

affairs. It requires sharing in decisions on policy and helping in continuous refinement of programs. It requires building and maintaining high standards for the profession in order to improve educational services.

A united profession means not only universal membership; it means universal sharing in the responsibilities of the professional organization. The goals of our profession can be reached only by the combined efforts of teachers who are willing to share ideas, to work for better schools, and to speak out for the needs of children.

Yes, teaching is more challenging and rewarding than any other profession!

To our profession you bring the enthusiasm and vigour of youth, the fruits of your years of preparation, the excitement of new ideas. All these we welcome gladly because your abilities renew our spirits and interest.

We who have served a little longer pledge our cooperation and support to you as we welcome you into the fellowship of teachers!

Reprinted from NEA Journal.

Ideas and Experience

(Continued from Page 19)

dian Teachers' Federation research director. He carried on a very interesting project on our code of ethics. I am not going to attempt to describe the success of his effort but merely state that I believe no one left the group without a clearer conception of what ethics should mean to a teacher.

I would like to thank each and every member for excellent participation and useful suggestions. It was indeed a privilege to study and work with delegates to the 1954 ATA Banff Workshop.

President's Column



For the past fifteen years your Association has been placing a yearly sum of money in a research fund. It was planned that the interest on this fund, plus other funds voted as necessary by the Executive Council, would be used to pay for research carried on by the Association. During this time your Executive Council has been studying ways and means of instituting a valuable and needed educational research program but had not been able to decide on what might be a suitable plan of action. Funds are limited and good research is expensive. Research requires competent personnel with a large degree of continuity of service. It demands a large professional library. Consideration of these facts made it quite evident that our Association could not "go it alone" in this matter.

But our problem seems to have been solved for us. Some two years ago, representatives of the Alberta School Trustees' Association, the Alberta Federation of Home and School, the Department of Education, the Faculty of Education and the Alberta Teachers' Association met to discuss the matter of educational research in Alberta. The need for such research was evident to all present and all bodies represented expressed their desire to cooperate. After several other meetings the Alberta

Advisory Committee on Educational Research was formed.

This Committee is composed of representatives of the mentioned organizations and is charged with the direction of educational research within the province. The Faculty of Education will provide the personnel to do or to direct the research. The Faculty's professional library is there for the Committee's use. Funds will be provided by the member organizations and by donations. Some of these funds will be used for current research and surpluses will be used to build up a Foundation Fund, the interest only to be used.

The Committee is young but it is active. A 1953-54 program was planned and has been carried out. The 1954-55 program is now underway and the first issue of the Committee's publication is to be expected early in the new year. Sufficient material is on hand for the first year's issues.

Your Executive Council had no hesitation in welcoming this answer to our research problem, and in deciding to cooperate fully with the other groups. It is recommending that local associations and individual teachers join with the provincial Association in supporting this worthwhile endeavour.

Arrangements are being made whereby your local association can become a corporate member and you personally can become a member. Your membership will bring you the quarterly Journal and will give you the opportunity to take part in some educational trail-blazing, for no other province in Canada has such a research program, even in the planning stage.

May I recommend that locals and individual teachers join to make this cooperative educational effort even more successful that its auspicious start would indicate that it is going to be. Shortly your magazine and newsletters will explain how you may join. It can't possibly fail if we all get behind it.

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THREE FRIENDS	—	Grade 2
FIVE IN THE FAMILY	—	Grade 3
THE GIRL NEXT DOOR	—	Grade 4
YOU	—	Grade 5
YOU AND OTHERS	—	Grade 6
YOU'RE GROWING UP	—	Grade 7
INTO YOUR TEENS	—	Grade 8
TEEN-AGERS	—	High School (Ages 13-19)

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Separate Teacher's Guidebooks are available for each book.

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Official Bulletin, Department of Education

No. 163

Irregularities in Examinations

The Department regrets to advise that once again as a result of irregularities in connection with the departmental examinations of last June it has found it

necessary to suspend the teaching privileges of a teacher. The offence in this instance consisted of tampering with the papers of candidates after they had been written.

In Memory

Name	District or Division	Address	Date of Death
Tilda Calwell	Ponoka County No. 3	Rimbey	Apr. 19, 1954
James M. Chalmers	Edmonton S.D. No. 7	Edmonton	Dec. 11, 1953
William Kamelchuk	Athabasca S.D. No. 42	Rochester	June 4, 1954
*Charles H. King	Edmonton S.D. No. 7	Toronto	Apr. 4, 1954
Mabel Mappin	Wheatland S.D. No. 40	Rockyford	Oct. 27, 1953
John McGuire	Edmonton S.D. No. 7	Edmonton	Aug. 3, 1954
*Maud Brown Moore	Athabasca S.D. No. 42	Edmonton	June 24, 1954
*Patrick B. Rose	Edmonton S.D. No. 7	Edmonton	Apr. 17, 1954
Elizabeth Ann Smith	St. Paul S.D. No. 45	Heinsburg	May 5, 1954
George Staal	Bowness S.D. No. 4590	Bowness	July 5, 1954

*Pensioners

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*New teacher limit

The schedule sets up other provisions in regard to sick leave, credits and requirements for advancements that are of

much interest. The South St. Paul teachers should wax healthy, strong, happy and comely on the high economic-protein menu to be served them.

We like the "purpose" on which this salary schedule is built; briefly it is to build better schools through better education for South St. Paul children by the use of the best teachers available. Money alone won't insure good schools but with the cooperation of happy children, happy, satisfied teachers, and an appreciative citizenry the city will progress and profit.

We almost envy South St. Paul children the advantage and pleasure that will be theirs under a constantly improving school situation.—*Minnesota Education Association Newsletter.*



P.O. Box 6000
Montreal, P.Q.
September 17, 1954

To the Editor:

As usual we are very eager to get some addresses of young Canadians, preferably between the ages of 15 and 18, who would like to correspond with young students in Germany or other German-speaking countries like Switzerland or Austria.

May we ask you to be kind enough to contact some schools in which German is taught and tell them of our request and in due course forward suitable addresses to us.

Yours faithfully,

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Editor's Note—Teachers might inform students of this request.

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Note: A revised catalogue of books in the ATA Library is being printed. Copies of the catalogue will be available on request by November 1.

An English Handbook

M. W. Scargill, *Longmans, Green and Company*, pp. 182, \$1.30.

Professor Scargill's book is designed for use in Grades X, XI, XII of Alberta high schools. Unlike many guides or handbooks for high school or junior college use, this grammar is clearly written for students and not for other grammarians. The author has taken care to approach the student at the student's level of need and to present the material of the book in a clear and assimilable manner. In teaching the student, Professor Scargill has endeavoured to make him understand his language as an art and its grammatical structure as being capable of scientific analysis. The grammar is not a handbook of rules that state simply "this is as it is," or "this is as it must be." Rather it shows why a particular language fact or usage is so.

In the analysis of grammar generally, Professor Scargill takes the structural approach, but in a way that has reference to what the student may already know of English grammar from an older method

of study. The student will not be forced to learn anything anew, and he should understand better what he has heretofore only vaguely perceived. In definition the book is lucid and concise. A check of such definitions as case, sentence, noun, etc., with those given in other grammars, convinces me that Professor Scargill's presentation is as clear and understandable as any and a considerable improvement on most.

In the sections "Language and Language Families," "Old English," and "Middle English," the author gives a brief but informative introduction to the development and background of the English language. In these and in "Modern Language and the Future," the student is shown that his language is as vital as society itself. These sections and others should make him realize that as well as language having to do service for him, he also has to serve it and to do so is both a right and a responsibility.

One cannot praise this book too highly as doing the job it set out to do. Nothing is missing that is essential and one finds much of value included that is only hinted at in grammars of greater length and also greater complexity. A special virtue is the well-ordered arrangement. There is no need here for a guide to the guide.

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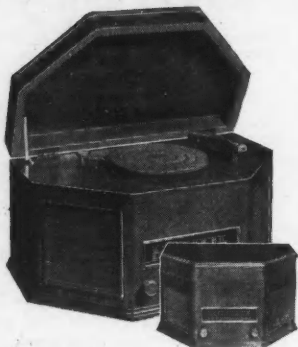
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Collective Bargaining

(Continued from Page 13)

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After five years of lecturing at Banff, and more years of travelling about the province, I am convinced that there has been a gratifying extension of knowledge insofar as the general principles of collective bargaining are concerned. It is now my conviction that this subject could be better handled by one of our executive officers going out into the field and meeting with groups of local officers in district council workshops. This would ensure that the people who control policy carry out proper procedures.

To take the place of this section at the Banff workshop I would like to suggest a curriculum course so that local curriculum committees might learn of some of the practical programs which might be attempted at local level in partnership with school boards and superintendents. Our model constitution calls for curriculum committees in each local. The time has now come when we should breathe life into this highly professional feature of our association activities.

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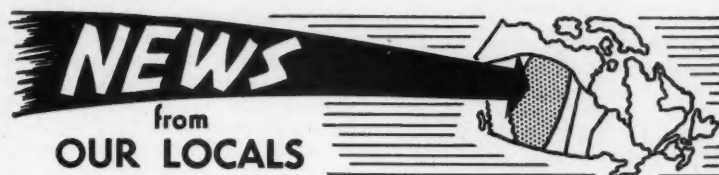
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NEWS

from

OUR LOCALS



Camrose North Sublocal

An organizational meeting was held on September 16 at Armena. The new executive consists of: W. Waterman, president; Austin Youngberg, vice-president; Miss Norma Pedersen, secretary-treasurer; and Miss Joyce Macdonald, press correspondent.

The teachers convention was briefly discussed, and it was decided to hold the next meeting on October 21, at Dinant.

Evansburg-Wildwood Sublocal

The sublocal held its first meeting on Thursday evening, September 16, at the Wildwood School. The following officers were elected: Ralph E. Zuar, president; S. G. Maertz, vice-president; H. Kuharchuk, secretary-treasurer; and Mrs. Mary B. MacKay, press correspondent.

Due to unfavourable ground and weather conditions it was decided to postpone the track meet until next spring. An invitation was extended to Miss Helen Belkowski, who attended the United Nations School held at the Banff School of Fine Arts, to speak at the next meeting which will be held at Evansburg School on October 21.

Girouxville-McLennan Sublocal

The election of the 1954-55 executive was the chief business at the first meeting of the sublocal held at the Falher Consolidated School on September 24. The new president is Paul A. Canuel; Miss Georgette Maisonneuve is vice-president; and Rene Anctil was elected secretary-treasurer. A brief discussion took place on the coming convention at Fairview on October 14 and 15.

Jasper Sublocal

The sublocal held its first meeting on September 22. Officers elected for the year were: R. J. Lacerte, president; Miss Dora Doyle, vice-president; and Miss Emily Mazurek, secretary-treasurer and councillor. Members of the negotiating committee are Miss Muriel Barber, R. J. Lacerte, and S. A. Mastalish.

Jasper Place Separate Sublocal

A general organization meeting and election of officers for the sublocal of the new Jasper Place Separate School District No. 45 was held in the Our Lady

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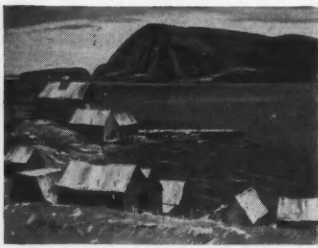
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of Lourdes School on September 2. Sister Bernadette was elected as president, Sister St. Lina as vice-president, and Miss Margaret Schmalzbauer as secretary-treasurer. Leo Therens, Maurice Bedard and Miss Doris Lamoureux were elected to the salary negotiating committee. Press correspondent is Miss Jeannine Bourbeau.

It was decided to hold meetings of the sublocal on the second Tuesday of each month, alternating between Our Lady of Fatima and Our Lady of Lourdes Schools.

A brief business meeting held on September 15 was followed by a very valuable and interesting talk given by the Jasper Place district nurse, Miss Jean MacDonald.

Olds Local

The local started out the 1954-55 school year with a record breaking attendance of over eighty at the first meeting. The members enjoyed an inspection of Didsbury's new and modern school.

A discussion of a change to the institute form of convention was held. L. R. Tolman gave a report on his week at the Banff workshop. A committee, under chairmanship of E. Shantz, was chosen to nominate officers for the coming year. A resolution to sponsor a principals' organization was approved by a narrow margin. The main discussion of the evening centred on the proposed salary schedule. C. Sorenson outlined the committee's negotiations with the board. Since the offers were about \$300 below provincial averages, the teachers unanimously rejected the board's proposal, and will proceed to conciliation.

At the conclusion of the business, the chairman of the school board, T. Morris, brought greetings.

Rocky Mountain House Local

Our executive, meeting at Benalto on Thursday evening, September 2, considered the Rocky Mountain House Divisional Board's latest proposal. Although offering a minimum of \$2100, it was in most categories \$100 below the provin-

cial average. Moreover, the board was adamant in seeking removal of the clause, "No teacher shall suffer a cut in whole or in part . . ." The Executive felt it could not accept this latest counter-offer, and voted accordingly.

Some satisfaction was expressed with our public relations experiment whereby, last year, the local had established a policy of giving trophies, awards or scholarships. The divisional board had responded wholeheartedly by agreeing to match dollar for dollar money spent in this way, so the idea had grown into a joint teacher-school board affair. In the sports field, two graceful curling trophies, with provision with yearly name plates, were awarded.

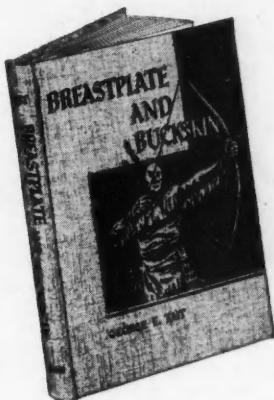
To stimulate both good publicity and good practical citizenship associated with the social studies course, the local and the Rocky Mountain House board jointly awarded two all-expense-paid Banff United Nations workshop sponsorships of one week each to two lucky grade XI students. The executive decided that for this coming year the policy would be continued and possibly developed further. Our scholarship and awards committee suggested that "a scholarship be offered in 1954-55 in some phase of high school work and that an invitation be extended early for submission of applications for such scholarship." Certain evaluation factors to be used in deciding the winners were proposed, and further consideration is to be given to the matter at the next meeting. Some of the evaluation factors suggested were: demonstrated knowledge in a special test; demonstrated writing ability in a letter, essay, etc.; demonstrated leadership (heavily weighted); ability to organize, to get ideas accepted, and to get wholehearted co-operation of associates; personality; and attitude, ambitions, and intentions. Each application is to include an autobiography and record of scholastic ability and to contain a picture. Decisions will be made by the staff.

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 - "Functional Phonetics for Power in Reading" — Elementary English—Vol. 30, Pages 91-94—February, 1953.
 - "How Well Do You Teach Phonics"—Instructor — Vol. 71, Page 51—January, 1954.
 - "Ready to Read"—Grade Teacher—Vol. 71, Page 58—April, 1954.
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Trochu-Three Hills Sublocal

The regular meeting of the sublocal was held in Three Hills School on September 13 with teachers present from Trochu, Three Hills, Pontmain, Lumni, and the Prairie Bible Institute. President E. M. Traub of Trochu was chairman. The new slate of officers is as follows: Mrs. June R. Stubbs, president; Miss June Warkentin, vice-president; Mrs. Shirley McKibbin, secretary-treasurer; and E. F. Bardok, councillor. With the exception of Mr. Bardock, who comes from Trochu, the executive members are from Three Hills.

An agenda committee was appointed to prepare a suitable program for the year's meetings. It was decided to hold a sublocal track meet in Trochu on October 22, if the weather permits, and another committee was appointed to make the necessary arrangements.

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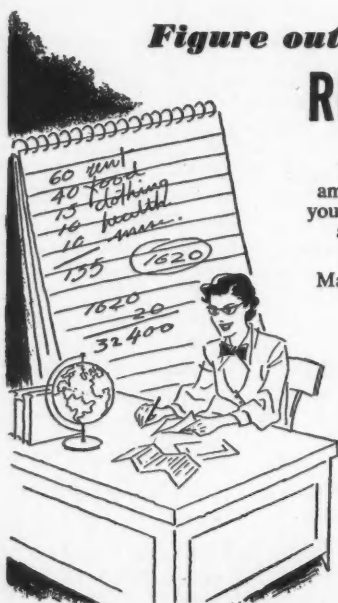
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Secretary's Diary

Board of Reference Cases

Five cases were referred to the Board of Reference this year, but all were settled out of court. Three of these dismissals were made by one school board and involved teachers with experience and degrees.

In another case, a school board that did not give a legal notice of dismissal by June 15, simply transferred the teacher to a school the teacher could not and would not accept.

In several other cases school boards transferred teachers to schools they did not want, after July 15, which is the last date for teachers to send in their resignations.

Each June it is apparent that, before teachers will have the protection to which they are entitled, the regulations about dismissals and transfers will have to be changed in order to give teachers adequate tenure protection.

Meetings of the Executive Council

The Executive Council met in July and September and discussed the following matters: the County of Newell dispute, other salary disputes, the employment of "student-teachers" in centralized schools, discipline cases, educational research, pensions, supplementary pensions, report of the General Curriculum Committee meeting on May 28, the Banff Workshop, group insurance, the ATA library, public relations and publicity, the National Housing Act, a placement bureau for teachers under the National Employment Service, etc.

Canadian Teachers' Federation Conference

The Conference this year was held in Vancouver with Lars Olson, past president, and the general secretary representing the Alberta Teachers' Association. Unfortunately, Frank J. Edwards, president, was unable to attend because of illness.

Nothing much was accomplished at this Conference except to decide to devote one day of next year's conference to a discussion of proposed amendments to the Constitution and By-laws.

The weather, however, was perfect. (B.C. readers: please note favourable reference to B.C. weather.)

Banff Workshop, August 15-22, 1954

The workshop this year had 74 delegates from 53 locals. Sixteen locals were not represented. The consultants were: Miss C. E. Berry, Pensions; Roy K. Wilson, Public Relations; John Amend, Group Relations; Mitchell V. Charnley, Education Writing; Lars Olson, ATA Administration; Kim Ross, Collective Bargaining.

This year's workshop was considered to be one of the best to date — except for the weather. It rained every day except Wednesday.

County of Newell Dispute

The dispute between the Alberta Teachers' Association and the County of Newell was not settled until a couple of days before school opened in September. The teachers of Alberta should know:

1. that the dispute was about the schedule back to January 1, 1953,
2. that the teachers voted in favour of a strike because the County of Newell refused to accept an award of the Board of Arbitration, which was unanimous, and which provided for \$2700 more than the board had offered on maximum salaries only, and affecting the salaries of about 30 out of 67 teachers.

The arbitration award was not satisfactory to the teachers either, but they accepted it. It should be noted that some of the teachers who left the employ of the County of Newell this year and accepted positions elsewhere will receive salaries of \$600, \$960 and \$1050 more than the County of Newell would pay them. It is obvious that the salary schedule for the County of Newell is still not very attractive, especially to teachers with qualifications and experience.

Most of the teachers in the County of Newell who had degrees and years of experience resigned to accept better paying positions with other school boards.

Canadian Education Association Convention, September 13-16, 1954

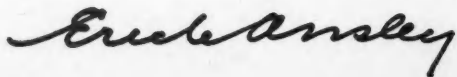
The annual convention of the Canadian Education Association was held in Edmonton this year, with the president and general secretary as the Alberta Teachers' Association official delegates. Other members of the Executive were able to attend for one or more days. Other Alberta delegates were the senior officials of the Department, members of the Faculty of Education, superintendents of schools, and a number of Edmonton principals.

Alberta teachers should be interested in the statements made by Dr. A. McCallum and Dr. J. W. Tait of Saskatchewan, who reported that in Saskatchewan this year teachers will be granted permanent certification after **two years of training**. This is the same year that Alberta changed its regulations so that teachers may qualify for permanent certification after one year of training instead of two.

A resolution was passed by the convention in favour of more training for teachers, a minimum of at least two years. Another resolution was passed endorsing the idea of a Canadian certificate for teachers with minimum qualifications of a B.Ed. degree or its equivalent. It was also decided, by a large majority, that teacher training should be in the university.

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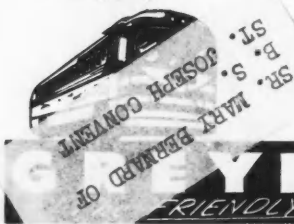
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